

Student-Educator Interactions

Behavioral Guidelines

● Green Light Behaviors —

- Humor and friendly comments
- Compliments that are not overly personal
- Offers to assist
- Talk to all students in a consistent manner
- When alone with a student, make sure the door is open
- Treat all students in a consistent manner
- Do not spend a majority of your time with one student or a single group of students
- Touch all students in a consistent manner and in safe areas—head, shoulders, upper back, arms and hands
- Educate all students and parents about sexual misconduct, using approved developmental, cultural, and socially appropriate materials

● Yellow Light Behaviors — may be misconstrued and should be eliminated

- Singling out students for favors
- Overly personal cards, notes, emails, texts, or yearbook inscriptions
- Teasing that references gender or contains sexual innuendo

● Red Light Behaviors —Inappropriate unless specifically part of educational or counseling program

- Frequent touching of student
- Comments about student's body
- Being alone in a locked room or private vehicle with a student
- Talking about a student's sexuality
- Allowing student's to sit on your lap
- Flirtatious texts, emails, notes, other communications

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Student-Educator Interactions: The Phases of Exploitation

Phase 1: Trolling

Schools—the offender may look for schools with loose sexual misconduct policies and little understanding about sexual abuse in schools. The school may have rapid turnover in principals and inconsistent enforcement of what policies exist.

Parents—the offender may look for parents who need assistance or are struggling with parenting. This may be a single parent, parents with marital problems, parents with multiple children and facing a job loss, medical issues, or other emotional and time-consuming concerns.

Students—the offender looks for a student who is emotionally vulnerable and who would be open to someone stepping in to fill the void.

Phase II: Grooming

Schools—the offender is very personable and well-liked, making it difficult for the accusations to be believed or the person can explain away the behavior—that's just my style, I hug everyone.

Parents—the offender may be helpful to the family to make non-school access to the student easier and alleviate any concerns the parents might have about a teacher spending so much time with their child.

Students—the offender makes the student feel special in non-sexual and sexual ways, desensitizing the student to the inappropriate conduct.

Nonsexual warning signs include: telling the student about personal issues, asking the student to run personal errands, sending personal text messages, giving the student a personal cell phone number or email address, encouraging the student to talk to the educator about personal problems, giving the students gifts, allowing the student to spend time with the educator in his/her classroom.

Sexual warning signs include: asking the student about romantic relationships or sexual activity, touching the student excessively or in a flirtatious manner, engaging in seductive behaviors, suggesting the educator would like to date or have a sexual relationship with the student.

Phase III: Exploitation

Schools—The offender becomes more aggressive in defending behavior by suggesting he or she is more caring about the students than others in the school system.

Parents—the offender assumes more support from the family while isolating the student from the parents

Students—the offender bribes, threatens, intimidates, or coerces the student (if you tell, it will cost me the job I love; if you tell, no one will believe you).